



June 2008

DEPARTMENT OF EDUCATION
2007–2008 School Year Reports

Dear School Board Members and School Personnel:

The Maine Educational Assessment (MEA) is the State's measure of student progress in achieving the State standards known as *Learning Results*, adopted by the Maine Legislature in 1997. These *Learning Results* established goals for what all students should know and be able to do at certain times in their school careers and are the basis for Grade Level/Span Expectations, which describe the assessment standards for each grade. The MEA is administered to students in all grades 3 through 8 to meet state assessment requirements and the requirements of the federal *No Child Left Behind Act*.

The 2007-2008 MEA summary reports contain the results of student achievement in reading and mathematics at all grades, science and technology at grades 4 and 8, and writing at grade 5 based on achievement standards set in 2006 and disaggregated by student and school characteristics. This report, together with MEA individual student and subject-specific class analysis reports, provides support for use in program evaluation and planning.

MEA results reflect scores based on test questions that are taken in common by the approximately 15,000 students in each grade level. Students' scores in each content area are based on answers to a combination of multiple-choice questions and questions that require students to construct an answer. The grade 5 writing reports provide information on a student's ability to respond to a prompt measuring narrative writing. More information about the design of the MEA is available at www.maine.gov/education/mea/index.htm.

I look forward to working with you in support of our continued efforts to improve the quality and effectiveness of the instructional opportunities designed to help all students achieve the high standards of the *Learning Results* and demonstrate that achievement through performance on the Maine Educational Assessment.

Sincerely,

Susan A. Gendron
Commissioner of Education



School Report Grade 7

Test Date: March 2008
Code: 11491389
SAU: Scarborough School Department
School: Scarborough Middle School

Contents of the Report

The report is divided into two main sections including a section describing the students tested and a separate section for the results in each content area.

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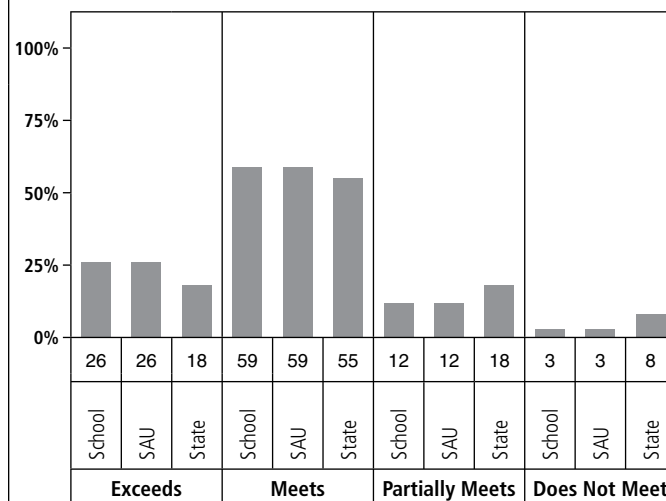
SUMMARY OF SCORES

Test Date: March 2008
Grade: 7
SAU: Scarborough School Department
School: Scarborough Middle School

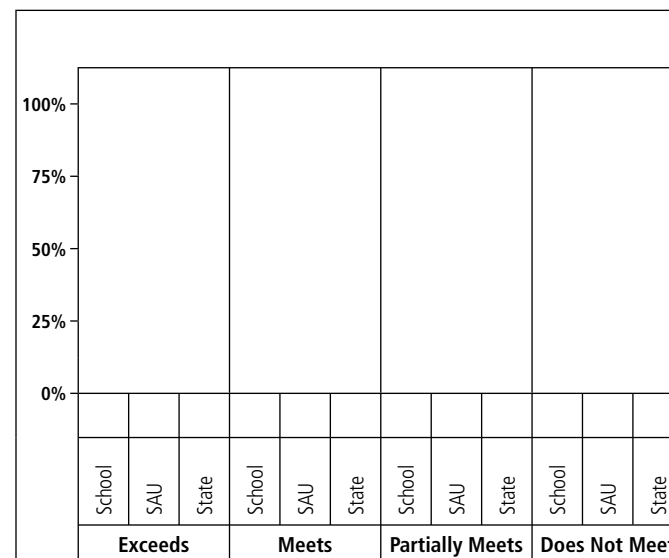
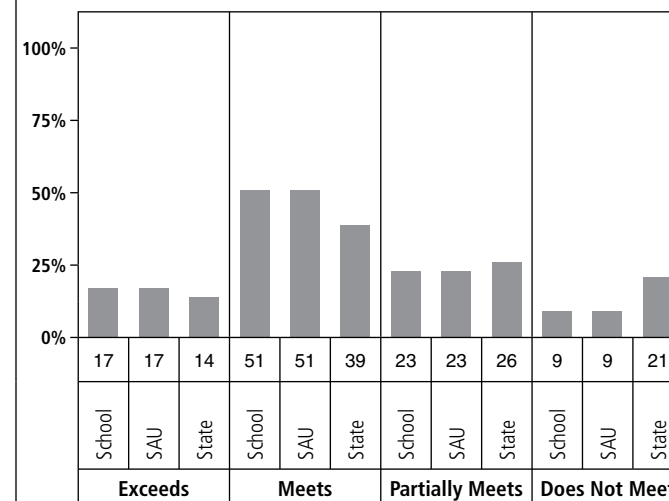
Summary of School, SAU, and State Scores

Year	Average Scaled Score		
	School	SAU	State
ELA – Reading			
2005–2006	752	752	745
2006–2007	758	758	748
2007–2008	755	755	750
Cum. Avg. *	755	755	748
Mathematics			
2005–2006	748	748	740
2006–2007	752	752	742
2007–2008	749	749	743
Cum. Avg. *	750	750	742

ELA – READING



MATHEMATICS



*Cumulative averages are weighted, i.e., the scaled scores are averaged proportionally based on the numbers of students in each year.

SUMMARY OF STUDENT PARTICIPATION

Test Date: March 2008
 Grade: 7
 SAU: Scarborough School Department
 School: Scarborough Middle School

CATEGORY OF PARTICIPATION	Enrollment ¹ during testing window						CONTENT AREA PARTICIPATION ²																	
							ELA-Reading						Mathematics											
	School		SAU		State		School		SAU		State		School		SAU		State		School		SAU		State	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Total number of students	272	100	272	100	14818	100	271	100	271	100	14698	99	271	100	271	100	14694	99						
Ethnicity African American/Black	2	1	2	1	381	3	2	100	2	100	372	98	2	100	2	100	375	99						
American Indian or Native Alaskan	0	0	0	0	113	1	0	0	0	0	112	99	0	0	0	0	112	99						
Asian or Pacific Islander	7	3	7	3	219	1	7	100	7	100	213	97	7	100	7	100	217	99						
Hispanic	3	1	3	1	178	1	3	100	3	100	176	99	3	100	3	100	177	100						
Caucasian/White	260	96	260	96	13927	94	259	100	259	100	13825	99	259	100	259	100	13813	99						
Not Reported	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0						
Identified disability	37	14	37	14	2556	17	36	97	36	97	2508	99	36	97	36	97	2497	98						
Current LEP	6	2	6	2	363	2	6	100	6	100	352	97	6	100	6	100	360	99						
Economically disadvantaged	29	11	29	11	5461	37	29	100	29	100	5408	99	29	100	29	100	5406	99						
Migrant	0	0	0	0	1	0	0	0	0	0	1	100	0	0	0	0	1	100						

MODE OF PARTICIPATION ³	ELA-Reading						Mathematics											
	School		SAU		State		School		SAU		State		School		SAU		State	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Participation without accommodations	234	86	234	86	12195	82	234	86	234	86	12215	82						
Identified disability (PET/IEP)	5	2	5	2	418	3	5	2	5	2	421	3						
LEP	3	1	3	1	183	2	3	1	3	1	183	1						
504 plan	3	1	3	1	181	1	3	1	3	1	182	1						
Participation with accommodations	34	13	34	13	2320	16	35	13	35	13	2303	16						
Identified disability (PET/IEP)	29	85	29	85	1912	82	29	83	29	83	1900	83						
LEP	2	6	2	6	159	7	3	9	3	9	173	8						
504 plan	1	3	1	3	56	2	1	3	1	3	55	2						
Other	3	9	3	9	244	11	3	9	3	9	226	10						
Participation through alternate assessment (PAAP)	2	1	2	1	178	1	2	1	2	1	176	1						
Identified disability (PET/IEP)	2	100	2	100	178	100	2	100	2	100	176	100						
LEP	0	0	0	0	5	3	0	0	0	0	4	2						
504 plan	0	0	0	0	0	0	0	0	0	0	0	0						
Approved non-participation in reading – 1st year LEP	1	0	1	0	5	0												
Approved non-participation – special consideration	0	0	0	0	27	0	0	0	0	0	28	0						
Non-participation – other	1	0	1	0	93	1	1	0	1	0	96	1						

¹ Percents are the percentage of students enrolled in each participation category.

² Percents are the percentage of students, including those who participated through alternate assessment (PAAP), who participated in the content area.

³ Percents are the percentage of students in each content area by mode.

ELA–READING RESULTS

Test Date:	March 2008
Grade:	7
SAU:	Scarborough School Department
School:	Scarborough Middle School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
Exceeds the Standards – The student’s work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing in-depth inferences, analyzing texts for subtle clues, synthesizing information across texts, and using his/her knowledge of text features and literary devices to make deeper connections within or across texts to increase comprehension. (scaled score 761–780)	2005-2006	50	19	50	19	1769	11
	2006-2007	106	40	106	40	2630	18
	2007-2008	71	26	71	26	2604	18
	Cum. Total*	227	29	227	29	7003	16
Meets the Standards – The student’s work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing inferences, summarizing main ideas and providing supporting details, connecting ideas within and across texts, and using his/her knowledge of text features and literary devices to increase comprehension. (scaled score 741–760)	2005-2006	155	60	156	60	7521	49
	2006-2007	129	48	129	48	7605	51
	2007-2008	159	59	159	59	8049	55
	Cum. Total*	443	56	444	56	23175	52
Partially Meets the Standards – The student’s work demonstrates an inconsistent ability to read and interpret literary and informational texts appropriate for the grade level. The student’s ability to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, and use his/her knowledge of text features and literary devices varies depending on the texts. (scaled score 729–740)	2005-2006	41	16	41	16	3773	24
	2006-2007	27	10	27	10	3000	20
	2007-2008	31	12	31	12	2672	18
	Cum. Total*	99	13	99	12	9445	21
Does Not Meet the Standards – The student’s work demonstrates a limited ability to read and interpret literary and informational texts appropriate for the grade level. The student’s responses are often vague or incorrect leaving the impression that the student found it difficult to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, or use his/her knowledge of text features and literary devices to support comprehension. (scaled score 700–728)	2005-2006	11	4	11	4	2399	16
	2006-2007	5	2	5	2	1620	11
	2007-2008	7	3	7	3	1190	8
	Cum. Total*	23	3	23	3	5209	12

Learning Results Content Standard Cluster	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
Total Reading Cluster	56	100	39.2	70.0	39.2	70.0	35.3	63.0
Literary Text	28	50	19.2	68.6	19.2	68.6	17.3	61.8
Informational Text	28	50	19.9	71.1	19.9	71.1	18.0	64.3

The Maine *Learning Results* reading cluster includes Content Standards A (Process of Reading), B (Literature and Culture), and D (Informational Texts). The MEA assesses students’ reading skills based on questions related to two types of reading passages: literary and informational. Passages include both long and short texts, selected from developmentally appropriate works. Items on the MEA measure Grade Level Expectations, based on Maine’s 1997 *Learning Results*, which can be found at <http://www.maine.gov/education/lsalt/gles.htm>.



ELA-READING RESULTS

(CONTINUED)

Test Date: March 2008
 Grade: 7
 SAU: Scarborough School Department
 School: Scarborough Middle School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	268	71	26	159	59	31	12	7	3	755	268	26	59	12	3	755	14515	18	55	18	8	750
Ethnicity																						
African American/Black	2										2						365	10	49	19	22	742
American Indian or Native Alaskan	0										0						110	6	52	24	18	744
Asian or Pacific Islander	6	4	67	1	17	1	17	0	0	764	6	67	17	17	0	764	211	26	47	20	6	752
Hispanic	3										3						173	12	54	18	15	746
Caucasian/White	257	66	26	154	60	30	12	7	3	755	257	26	60	12	3	755	13656	18	56	18	8	750
Not Reported	0										0						0					
Identified disability																						
Yes	34	0	0	18	53	11	32	5	15	744	34	0	53	32	15	744	2330	2	30	36	32	735
No	234	71	30	141	60	20	9	2	1	757	234	30	60	9	1	757	12185	21	60	15	4	753
Current LEP																						
Yes	5	2	40	2	40	0	0	1	20	755	5	40	40	0	20	755	342	8	46	22	24	741
No	263	69	26	157	60	31	12	6	2	755	263	26	60	12	2	755	14173	18	56	18	8	750
Economically disadvantaged																						
Yes	28	6	21	14	50	7	25	1	4	752	28	21	50	25	4	752	5299	9	51	26	14	745
No	240	65	27	145	60	24	10	6	3	756	240	27	60	10	3	756	9216	23	58	14	5	753
Migrant																						
Yes	0										0						1					
No	268	71	26	159	59	31	12	7	3	755	268	26	59	12	3	755	14514	18	55	18	8	750
Gender																						
Female	140	45	32	81	58	12	9	2	1	758	140	32	58	9	1	758	7084	24	55	15	6	752
Male	128	26	20	78	61	19	15	5	4	753	128	20	61	15	4	753	7431	12	56	21	11	747
Not Reported	0										0						0					
Title 1A targeted program																						
Yes	0										0						946	6	47	34	12	743
No	268	71	26	159	59	31	12	7	3	755	268	26	59	12	3	755	13569	19	56	17	8	750
Gifted/talented program																						
Yes	10	9	90	1	10	0	0	0	0	773	10	90	10	0	0	773	574	61	38	1	0	765
No	258	62	24	158	61	31	12	7	3	755	258	24	61	12	3	755	13941	16	56	19	9	749

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

ELA–READING RESULTS

(QUESTIONNAIRE ITEMS)

Test Date: March 2008
 Grade: 7
 SAU: Scarborough School Department
 School: Scarborough Middle School

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
		%	N	%	N	%	N	%	N			%	%	%	%			%	%	%	%	
How much homework do you do on school nights? A. none B. less than one hour C. one to two hours D. more than two hours	2 37 54 7	2 23 41 5	40 23 28 26	2 57 89 11	40 58 61 58	1 14 13 3	20 14 9 16	0 4 3 0	0 4 2 0	754 753 757 754	2 37 54 7	40 23 28 26	40 58 61 58	20 14 9 16	0 4 2 0	754 753 757 754	6 50 40 4	9 17 20 19	42 56 58 49	24 19 16 21	25 8 6 11	741 750 752 749
How well do the questions that you have just been given on this MEA test match what you have learned in school about reading? A. The questions on the test match what I have learned in reading class. B. They match some of what I have learned. C. They match just a little of what I have learned. D. There is no match.	32 59 9 0	32 33 6 0	38 21 26 0	42 101 15 1	49 64 65 100	9 20 2 0	11 13 9 0	2 5 0 0	2 3 0 0	759 754 754 754	32 59 9 0	38 21 26 0	49 64 65 100	11 13 9 0	2 3 0 0	759 754 754 754	36 50 11 3	24 16 13 4	58 58 45 35	14 19 26 29	5 8 16 31	753 749 745 737
Which of the following best describes how you rate yourself as a student in reading? A. very good B. good C. fair D. poor	30 56 14 0	32 37 2 0	40 25 5 0	43 96 20 0	53 64 54 0	6 13 11 1	7 9 30 100	0 3 4 0	0 2 11 0	760 756 745 736	30 56 14 0	40 25 5 0	53 64 54 0	7 9 30 100	0 2 11 0	760 756 745 736	28 52 18 2	35 15 3 2	52 60 49 41	9 18 33 28	5 7 15 29	756 750 742 738
How difficult was the reading part of this test? A. harder than my regular schoolwork B. about the same as my regular schoolwork C. easier than my regular schoolwork	17 67 17	9 46 15	20 26 33	26 105 27	59 59 60	7 21 3	16 12 7	2 5 0	5 3 0	752 756 758	17 67 17	20 26 33	59 59 60	16 12 7	5 3 0	752 756 758	16 65 19	13 18 21	48 57 57	23 18 16	16 7 6	745 750 752
How difficult were the reading passages on this test? A. Most of the passages were more difficult than what I normally read. B. Most of the passages were about the same as what I normally read. C. Most of the passages were easier than what I normally read.	9 61 30	4 37 28	17 23 35	13 96 47	54 60 59	6 21 3	25 13 4	1 5 1	4 3 1	749 755 759	9 61 30	17 23 35	54 60 59	25 13 4	4 3 1	749 755 759	9 55 36	5 14 28	38 57 58	29 22 10	28 7 4	738 748 755
How hard did you try on the reading part of this test? A. I tried harder on this test than I do on my regular schoolwork. B. I tried about the same as I do on my regular schoolwork. C. I did not try as hard on this test as I do on my regular schoolwork.	41 55 3	22 47 1	20 32 11	73 82 3	66 56 33	13 13 5	12 9 56	2 5 0	2 3 0	754 757 747	41 55 3	20 32 11	66 56 33	12 9 56	2 3 0	754 757 747	44 51 5	18 19 9	56 56 46	18 17 26	8 7 19	750 751 743
How much time do you spend reading at home each day? A. more than one hour B. 20 minutes to an hour C. less than 20 minutes D. I rarely read at home.	12 46 22 19	9 41 13 8	27 33 22 15	21 69 36 33	64 56 61 63	3 11 10 7	9 9 17 13	0 3 0 4	0 2 0 8	757 758 754 751	12 46 22 19	27 33 22 15	64 56 61 63	9 9 17 13	0 2 0 8	757 758 754 751	17 45 13 24	25 22 14 8	57 56 56 53	13 16 21 26	6 6 9 13	753 752 748 745
Optional school/SAU question A. B. C. D.	50 0 50 0	1 0 0	50 0 0	0 1 0	0 50 0	1 0 0	50 0 0	0 1 50	0 50 0	752 744 744	50 0 50 0	50 0 0	0 50 0	50 0 50	0 50 50	752 744 744						

MATHEMATICS RESULTS

Test Date: March 2008
Grade: 7
SAU: Scarborough School Department
School: Scarborough Middle School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
Exceeds the Standards – The student’s work demonstrates in-depth understanding of essential concepts in mathematics, including the ability to make multiple connections among central ideas. The student’s responses demonstrate the ability to synthesize information; analyze and solve difficult problems, including developing and implementing strategies, efficiently and accurately performing procedures, and recording and justifying solutions; and explain complex concepts. (scaled score 761–780)	2005-2006	49	19	49	19	1646	11
	2006-2007	67	25	67	25	2142	14
	2007-2008	47	17	47	17	2028	14
	Cum. Total*	163	21	163	21	5816	13
Meets the Standards – The student’s work demonstrates a general understanding of essential concepts in mathematics, including the ability to make connections among central ideas. The student’s responses demonstrate the ability to analyze and solve problems including developing and implementing strategies, to perform procedures, and to record and explain solutions and concepts. The student’s work may contain minor errors. (scaled score 741–760)	2005-2006	112	44	113	44	5497	36
	2006-2007	143	54	143	54	5642	38
	2007-2008	137	51	137	51	5703	39
	Cum. Total*	392	49	393	49	16842	38
Partially Meets the Standards – The student’s work demonstrates incomplete understanding of essential concepts in mathematics and inconsistent connections among central ideas. The student’s responses demonstrate some ability to analyze and solve problems, and explain concepts. Problem solving strategies may be flawed, procedures performed inaccurately, methods not recorded and/or problems not completed. (scaled score 727–740)	2005-2006	71	28	71	28	4514	29
	2006-2007	46	17	46	17	4077	27
	2007-2008	61	23	61	23	3733	26
	Cum. Total*	178	22	178	22	12324	27
Does Not Meet the Standards – The student’s work demonstrates limited understanding of essential concepts in mathematics and infrequent or inaccurate connections among central ideas. The student’s responses demonstrate minimal ability to solve problems and explain concepts. Problem solving strategies and procedures are often flawed or inappropriate and there may be many omissions. (scaled score 700–726)	2005-2006	25	10	25	10	3797	25
	2006-2007	11	4	11	4	3001	20
	2007-2008	24	9	24	9	3054	21
	Cum. Total*	60	8	60	8	9852	22

Learning Results Content Standard Clusters	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
Cluster 1: Numbers and Operations	16	29	10.0	62.5	10.0	62.5	8.8	55.0
Cluster 2: Shape and Size	14	25	6.4	45.7	6.4	45.7	5.5	39.3
Cluster 3: Mathematical Decision Making	8	14	3.6	45.0	3.6	45.0	3.5	43.8
Cluster 4: Patterns	18	32	9.3	51.7	9.3	51.7	7.9	43.9

- Cluster 1: Numbers and Operations**
A. Numbers and Number Sense
B. Computation
I. Discrete Mathematics (grades 3 and 4 only)
- Cluster 2: Shape and Size**
E. Geometry
F. Measurement
- Cluster 3: Mathematical Decision Making**
C. Data Analysis and Statistics
D. Probability
- Cluster 4: Patterns**
G. Patterns, Relations, and Functions
H. Algebra Concepts
K. Mathematical Communication

Each content standard in the clusters above is defined in Maine’s 1997 *Learning Results*, which are the basis for Grade Level Expectations. Each item on the MEA measures a grade level expectation, which can be found at <http://www.maine.gov/education/lsalt/gles.htm>.



MATHEMATICS RESULTS

(CONTINUED)

Test Date: March 2008
 Grade: 7
 SAU: Scarborough School Department
 School: Scarborough Middle School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	269	47	17	137	51	61	23	24	9	749	269	17	51	23	9	749	14518	14	39	26	21	743
Ethnicity																						
African American/Black	2										2						372	5	24	25	45	731
American Indian or Native Alaskan	0										0						110	5	30	36	29	736
Asian or Pacific Islander	7	2	29	3	43	1	14	1	14	753	7	29	43	14	14	753	216	25	34	23	18	748
Hispanic	3										3						175	9	32	30	29	737
Caucasian/White	257	44	17	133	52	57	22	23	9	749	257	17	52	22	9	749	13645	14	40	26	20	743
Not Reported	0										0						0					
Identified disability																						
Yes	34	2	6	7	21	11	32	14	41	733	34	6	21	32	41	733	2321	2	16	26	55	727
No	235	45	19	130	55	50	21	10	4	751	235	19	55	21	4	751	12197	16	44	26	15	746
Current LEP																						
Yes	6	0	0	4	67	1	17	1	17	748	6	0	67	17	17	748	356	7	23	24	45	731
No	263	47	18	133	51	60	23	23	9	749	263	18	51	23	9	749	14162	14	40	26	20	743
Economically disadvantaged																						
Yes	29	1	3	16	55	9	31	3	10	744	29	3	55	31	10	744	5301	5	31	31	33	736
No	240	46	19	121	50	52	22	21	9	749	240	19	50	22	9	749	9217	19	44	23	14	747
Migrant																						
Yes	0										0						1					
No	269	47	17	137	51	61	23	24	9	749	269	17	51	23	9	749	14517	14	39	26	21	743
Gender																						
Female	141	20	14	78	55	32	23	11	8	748	141	14	55	23	8	748	7086	14	40	26	20	743
Male	128	27	21	59	46	29	23	13	10	749	128	21	46	23	10	749	7432	14	38	25	22	743
Not Reported	0										0						0					
Title 1A targeted program																						
Yes	0										0						946	4	23	36	37	733
No	269	47	17	137	51	61	23	24	9	749	269	17	51	23	9	749	13572	15	40	25	20	743
Gifted/talented program																						
Yes	10	10	100	0	0	0	0	0	0	776	10	100	0	0	0	776	575	64	31	3	1	765
No	259	37	14	137	53	61	24	24	9	748	259	14	53	24	9	748	13943	12	40	27	22	742

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

MATHEMATICS RESULTS

(QUESTIONNAIRE ITEMS)

Test Date: March 2008
Grade: 7
SAU: Scarborough School Department
School: Scarborough Middle School

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
How much homework do you do on school nights?																						
A. none	2	0	0	4	80	0	0	1	20	742	2	0	80	0	20	742	6	7	29	26	37	734
B. less than one hour	37	18	18	47	47	26	26	8	8	749	37	18	47	26	8	749	50	13	39	26	22	742
C. one to two hours	54	26	18	77	53	32	22	11	8	750	54	18	53	22	8	750	40	15	42	26	17	744
D. more than two hours	7	3	16	9	47	3	16	4	21	743	7	16	47	16	21	743	4	16	37	23	24	742
How well do the questions that you have just been given on this MEA test match what you have learned in school about mathematics?																						
A. The questions on the test match what I have learned in mathematics class.	17	8	18	24	53	6	13	7	16	748	17	18	53	13	16	748	32	21	40	23	16	747
B. They match some of what I have learned.	59	33	21	78	49	37	23	12	8	749	59	21	49	23	8	749	50	12	42	27	19	743
C. They match just a little of what I have learned.	22	5	8	31	53	18	31	5	8	746	22	8	53	31	8	746	15	7	32	31	30	737
D. There is no match.	2	1	20	4	80	0	0	0	0	758	2	20	80	0	0	758	3	4	17	21	58	726
Which of the following best describes how you rate yourself as a student in mathematics?																						
A. very good	28	38	50	35	46	2	3	1	1	762	28	50	46	3	1	762	25	34	42	13	11	753
B. good	50	9	7	76	56	36	27	14	10	745	50	7	56	27	10	745	47	10	45	27	18	743
C. fair	20	0	0	26	47	22	40	7	13	740	20	0	47	40	13	740	23	3	30	36	32	735
D. poor	1	0	0	0	0	1	33	2	67	721	1	0	0	33	67	721	5	1	17	32	49	729
How difficult was the mathematics part of this test?																						
A. harder than my regular schoolwork	48	15	12	70	55	34	27	8	6	747	48	12	55	27	6	747	36	6	38	29	27	738
B. about the same as my regular schoolwork	44	18	16	58	50	24	21	16	14	747	44	16	50	21	14	747	53	13	42	27	18	744
C. easier than my regular schoolwork	9	14	61	7	30	2	9	0	0	764	9	61	30	9	0	764	11	40	32	15	13	753
How hard did you try on the mathematics part of this test?																						
A. I tried harder on this test than I do on my regular schoolwork.	48	21	16	60	47	36	28	11	9	748	48	16	47	28	9	748	46	12	40	27	21	742
B. I tried about the same as I do on my regular schoolwork.	49	24	18	72	55	23	18	11	8	749	49	18	55	18	8	749	49	16	40	25	19	744
C. I did not try as hard on this test as I do on my regular schoolwork.	3	2	22	4	44	1	11	2	22	751	3	22	44	11	22	751	5	10	27	27	36	736
How often do you use laptops in mathematics class?																						
A. almost every day	2	1	17	5	83	0	0	0	0	753	2	17	83	0	0	753	9	15	37	25	23	742
B. two or three days a week	31	14	17	44	52	20	24	6	7	748	31	17	52	24	7	748	20	13	41	26	20	743
C. two or three times each month	37	19	19	49	49	25	25	7	7	749	37	19	49	25	7	749	30	15	40	27	18	744
D. never or almost never	29	13	17	39	51	14	18	11	14	748	29	17	51	18	14	748	41	13	39	26	23	742
How often do you use calculators in mathematics class?																						
A. almost every day	25	18	27	31	46	14	21	4	6	752	25	27	46	21	6	752	20	17	39	23	22	744
B. two or three days a week	29	10	13	43	54	19	24	7	9	748	29	13	54	24	9	748	29	16	40	25	19	744
C. two or three times a month	22	9	15	31	53	14	24	5	8	748	22	15	53	24	8	748	26	13	40	28	20	743
D. never or almost never	24	10	16	31	49	14	22	8	13	746	24	16	49	22	13	746	24	10	39	27	24	740
On average, how many minutes a day do you spend working on mathematics in class?																						
A. less than 30 minutes	5	2	14	7	50	2	14	3	21	742	5	14	50	14	21	742	8	7	32	26	35	736
B. 30–45 minutes	77	38	18	109	53	42	20	17	8	750	77	18	53	20	8	750	41	12	38	27	23	741
C. 45–60 minutes	18	7	15	21	45	15	32	4	9	747	18	15	45	32	9	747	41	17	42	24	16	745
D. more than 60 minutes	0	0	0	0	0	1	100	0	0	734	0	0	0	100	0	734	10	15	38	25	22	743
Optional school/SAU question																						
A.	50	0	0	1	50	0	0	1	50	733	50	0	50	0	50	733						
B.	0										0											
C.	50	0	0	0	0	1	50	1	50	729	50	0	0	50	50	729						
D.	0										0											